



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

NEWS AND NOTES

THE TENTH ANNUAL MEETING

The Tenth Annual Meeting of the National Council of Teachers of English will be held in the Auditorium Hotel, Chicago, November 25-27, 1920. In order to meet the oft-repeated criticism that with so many departments meeting at once one must miss much of value, the number of sections has been reduced and other minor changes have been made in the general construction of the program.

The Board of Directors will meet on Thanksgiving afternoon, and at eight o'clock that evening there will be a Workers' Conference on "Urgent Needs." After the conference there will probably be a second session of the Board.

The one general session, which will be held Friday morning in Fullerton Hall at the Art Institute, will have as speakers Dr. Hosic, our President, Professor Rollo W. Brown, and our many times tried Professor F. N. Scott.

Friday afternoon and Saturday morning will be given over chiefly to the sessions of the high-school and college sections. The college meetings will be under the direction of Professor Allan Abbott, of Columbia. The high-school people will have a demonstration lesson and discussion at one session and very definite papers on "Literature and Ideals" at the other.

At four o'clock Friday afternoon will occur the regular annual business meeting, at which every member of the Council may vote. At six o'clock Friday evening we will celebrate our anniversary at the annual dinner. There will be several five-minute speeches by old-timers and one longer address suited to the occasion.

Saturday afternoon those interested in teacher-training will hold a conference, with "The Teacher's Specific Skills and Knowledges" as their topic. This conference is not confined to those actually engaged in the preparation of teachers.

This strong program, the enthusiasm attached to the Tenth Annual Meeting, and the important matters of policy to be outlined at this epoch-marking meeting should be sufficient incentive to call out a very full attendance.

THE NATIONAL COUNCIL AT SALT LAKE

On Tuesday, July 6, the National Council of Teachers of English held its usual summer program meetings in connection with the meeting of the National Education Association.

The Tuesday session, held in Elks Hall, had for its chairman Professor B. Roland Lewis, of the University of Idaho, and for its general topic "The Teaching of Ideals."

Professor W. R. Davis, of Whitman College, Walla Walla, Washington, presented the first paper, "The Teaching of Ideals through Literature."

The second paper, "Teaching Ideals through Composition," was by Mrs. Lillian Smith, of Stevens Junior High School, Spokane, Washington, who urged that the composition teacher bring into the school-room more of the outside life of the children, especially their disputes involving ethical principles. The children should be taught to consider their everyday experiences as worth while and to think seriously about them. In junior high school grades pupil government for certain hours of the day furnishes abundant material for composition practice, and ethics at the same time.

Professor J. W. Searson, of the State Agricultural College, Manhattan, Kansas, discussed "The Teaching of Ideals through Class Management." Three errors the teacher must avoid if her pupils are to develop their highest possibilities: (1) indefinite assignment of work, (2) failure to exact the work assigned, and (3) failure to connect the assignments directly with the life-interests of the pupils. The assignments should deal only with human-interest matters of great personal or public concern. The teacher and the pupils should learn the living sources from which the most important human-interest facts may be found. No story should be accepted until it is worthy of a larger audience than the class. Every worthy story should be given a real audience or reading public.

Superintendent J. W. Studebaker pointed out briefly but clearly the possibilities that lie in the inter-school correspondence now promoted by the Junior Red Cross. Not only will the composition be motivated, but the friendly acquaintance with people of distant sections of our own country and even with those of Europe will help to build up at once a modest nationalism and a moderate internationalism.

On Wednesday, July 7, the National Council held a joint session with the Library Department of the N.E.A., Mr. O. S. Rice, of the State Department of Education, Madison, Wisconsin, presiding. The

Council was represented by Mr. H. E. Fowler, State Normal School, Lewiston, Idaho, and Miss Joanna H. Sprague, public librarian of Salt Lake City, who presented formal papers, and by Professor Davis, who pledged the loyalty of English teachers and of our organization in securing the objectives that the librarians have in mind.

Miss Sprague insisted that it is better to bring children to the public library than to instal branches in the schools. School libraries which bring the books to the children are good, but they cannot take the place of visits to the public library which the pupils should use in adult life. Pupils should become at home in the public library, should be trained to use the card indexes, and to know what general reference books the public library contains. Incidentally they often become deeply interested in topics other than the ones which they are first sent to investigate. It is the teacher's business to see that the children go, and the librarian's to see that they find the library useful.

Mr. Fowler spoke of "Thrift in Reading." There is at present a tremendous waste in the neglect of good books on the library shelves and the expenditure of time and energy upon "erotic, exotic, tommyrotic" fiction. The library should seek by publicity arts—special lists, special displays in its rooms, window displays in stores, interesting book columns in the newspapers—to increase the turnover, the circulation, of its stock. Browsing among stacks is sure to reveal to most persons books they would like to read but did not know. In these things the library leads, assisted by the school. The school may lead by making better readers through increased emphasis upon silent reading, supervised study. Collection and redistribution of worth-while magazines finished by the original subscribers is a great reducer of waste. Purposeful, rather than idle, reading of the newspaper is also desirable. Reflecting half as long as one reads is also very desirable. Finally we should have no teachers of English who really enjoy the *Cosmopolitan* more than the *Atlantic*, and prefer Harold Bell Wright to H. G. Wells.

The sessions were well attended and all the papers well received. All the reports indicate that the meeting was a success.

BETTER SPEECH

The Speech Committee is taking it for granted that the observance of Speech Week has become an institution in most of the communities that co-operated in the national observance of last year. There is a natural and wholesome tendency to elevate the standard, to pursue

follow-up work, and to secure permanently organized effort for speech improvement. Communities develop larger and more mature plans for the movement from year to year. We are eager, therefore, to have as many reports as possible of programs referring to the movement in various parts of the country. This, for instance, is the plan for next month's Speech Week in Detroit as worked out by Miss Alice Marsh, of Nordstrom High School, and her committee:

The activities of the Committee on Speech will be emphasized during the early part of the year.

1. This committee will hold, preferably in the fall term, an institute whose sole purpose shall be speech betterment, the plan of the work to consist of (a) lectures by such specialists as Dr. and Mrs. Smiley Blanton and Miss Katherine Jewell Everts, (b) conferences or speech clinics with groups of workers interested primarily in the problem of speech betterment.

2. In order to encourage public speaking of a practical nature, the committee will promote contests of various kinds, the purpose being to depart from the familiar prepared speech and to develop the ability in our students to think quickly and to organize clearly.

3. The committee will endeavor to gain co-operation of our teachers of English in writing some worth-while plays, to be used in advancing the local and national movement. It will endeavor also to drop the popular conception of the work as consisting of elimination of errors, and to work on broader lines, such as the training of the voice as a source of power, of beauty, and of inspiration.

Purposes.—(a) To complete all arrangements for the Better Speech Week in November, (b) to arrange the details for special conferences during October Institute on Speech Improvement, (c) to make announcements and arrange all details concerning a Discussion Contest, to be participated in by high-school pupils in March.

The following playlet, "G's Hardships," is quoted from the *Bulletin for the Celebration of Speech Week by Rural Schools*, compiled by Miss Brogdon, of Maryland State College, and referred to in the September *English Journal*.

G'S HARDSHIPS

CHARACTERS

Father Alphabet (in scholar's cap and gown)

His twenty-six children (in ordinary or usual clothes, each wearing a large card, white with large black letter)

Schoolgirls (any small number, all dressed in street dress carrying huge piles of books)

Greengrocer (wearing white apron) } both larger boys
 Clerk (wearing white apron) }
 Farmer and wife

SCENE I

Schoolroom

Father Alphabet (speaking in a very learned voice): My children you are ready now, your daily task to do, watch close your step, mark well your place. 'Tis all I ask of you. I care for each of you alike, but "listen" well to me; the people of this state, it seems, dislike your brother "G." "Coming" or "going" he is left to follow in the rear. And sometimes is so far behind his name one cannot hear.

SCENE 2

The Street

(*C, O, M, I, N, G, are standing on street corner. A group of girls pass by talking gaily. Another girl comes running from across street. She calls to others.*)

Girl: Wait, I'm comin! (*Letters instantly form themselves in order "comin"; G rushes wildly around, finally crouches down behind brothers. Girls pass on.*)

C: Why did you hide? You knew we needed you to finish the word.

G (trembling violently): O, I was so frightened. That was Miss Blank of Western High School. I was in that school last week and heard the teacher say that Miss Blank always swallows "G." I ran because I was in danger of my life.

O: Brothers, we must face this fact. "G" is surely slighted at the end of words; at the beginning he fares as well as the rest of us. (*A man passes down street, calls to a friend: "I'm takin' a walk, better come with me." "G" instantly falls to the ground, others form in order to spell "takin."*)

N (sorrowfully): Why did you fall? I held your hand; I tried to keep you at the end.

G: It was the man's fault. He always drops me.

SCENE 3

Home of Father Alphabet

All the alphabet (except "G") speaking together: [this had better be two of the letters]

O father, we have wandered far,
 Have toiled with hand and brain
 To keep our brother "G" in place
 But he is lost again. (*Goes to window.*)
 The sun has gone, the clouds are black,
 Night cometh on apace;
 O father, do not send us out
 The threatening storm to face.

Father Alphabet:

Peace—take your food
And well earned rest.
My duty well I see; I will go forth
And through the night search for my poor son "G."

(or)

Your labor for the day is done;
This duty rests with me.
I will go forth into the night
And find poor troubled "G."

SCENE 4

Grocery

Father Alphabet (carrying umbrella and lantern):

I'm searching for my seventh son
Lost in this rain and wind;
The other lads are safe at home,
But he is left behind.

Grocer to clerk (aside): Is the old guy nutty? He's talking poetry!
(*Aloud*) A chap just left here. He got in a great "takin" because he said I dropped him and I had never laid hands on him.

Father Alphabet:

I see, alas that was poor "G."
His spirit shaken sore
Has wandered far into the storm
Miles from his father's door. (*Goes out.*)

SCENE 5

The Street

Old Farmer: Yes, sir. I found the little chap and, says I, "Come with me and Maria," that's my wife, as I ses. Maria says, "Come, little feller," and he come; and here he is. (*Leads "G" in by the hand.*)

Father Alphabet:

With every word you utter, Friend,
Good English reeks with gore
But as you did not murder "G"
I'll criticize no more.
So fare you well, my humble friends,
Bad though your English be,
My mission at the present is
Saving my own son "G."

SCENE 6

Father Alphabet (leading "G" by the hand; "G's" hat is gone [card turned so the letter cannot be seen]).

("N" hastily turns letter in view.)

Father Alphabet (speaking for "G"):

Thanks, dear son "N";
Fully well I know
Your brother's need of you.
I need you all, not one can spare
My hale and hearty crew.

(Father Alphabet stands in center, letters stand in equal groups on each side.)

Boys: Let this our slogan be:

Do not swallow it, do not drop it,
Do not smother it with a sneeze;
The people of our dear old state
Must hold fast to their G's.

The Chicago Woman's Club has printed some valuable leaflets on speech in business life and among women's clubs which may be had by anyone writing (inclosing ten cents) to Miss Helen Bagg, Chicago Woman's Club, Fine Arts Building, Chicago.

Our national exhibit of posters is proving so popular that Miss Edith Erskine, Public Library, Chicago, who is in charge of the exhibit, has found it necessary to call to her assistance Miss Alice Farquhar, Public Library, Woodlawn Branch, Chicago, and Miss Elizabeth Barnes, Chicago Public Library.

Inasmuch as posters wear with travel and ideas for posters multiply and aims change as the movement grows, the committee hereby solicits contributions from all sources. It has been suggested that next year only the positive ends and methods, none of the negative, be emphasized by the use of posters.

Plans under way, about which announcements will be made later:

1. We are bending every effort to reach the public through the leading magazines of the country. We have secured some definite promises of articles by writers.

2. We are endeavoring to persuade the chief lecturers who tour the country to add to their repertoires a lecture on the order of Mr. Percy Boynton's "American Speech and American Culture." A letter has just come from Dr. Richard Burton in which he expresses his great interest in the movement and promises active lecture service. Those who are particularly interested in the question of securing lecturers may

write me for details (in each instance I should like to know as much as possible about the audience).

By the time this news letter appears, many communities will be preparing for the observance of Speech Week. May I make two suggestions on my own initiative? Would it not be well for organizations of teachers of English to use the Phoenix, Arizona, plan of forming Junior English Clubs representing *all* the schools, for conducting the observance of Speech Week and the follow-up activities of the year? The national leaders are interested in having the Junior English Council plan tried out in as many communities as possible so that eventually we may have a national organization of this type, based upon the findings of local units.

One phase of the problem a Scout Master of Detroit helped me plan recently. I told him that in the average class we have about three levels of attainment, and we should be interested in using the Boy Scout method of stimulating those of the lower grade to enter the higher. We should devise tests for this purpose and ceremonials and badges to be used in recognition of attainments. He suggested that we have three badges, such as they have in the Boy Scout organization, these to be used in every grade with only the difference in markings, 7B, 7A, 8B, 8A, etc. Another suggestion was that in order to lead pupils away from mere elimination of errors in grammar and in order to lay a foundation for an intelligent consideration of our national speech, would it not be well for communities that have made no plans thus far to concentrate upon tabulating local difficulties of consonant uses, the end-consonants, the initial, the middle, successively? Dr. Krapp of Columbia University says that there is no better way of securing speech improvement than by encouraging young people to *observe* the speech about them. Those who are interested in this problem would profit by referring to the bulletin entitled "Foreign Accent," by Dr. Frederick Martin, Department of Speech Improvement, New York City.

Will those who are interested in securing lecturers of national note please write me at once? Our committee does not propose becoming a lecture bureau. It *is* interested, however, in having a few of the great men and women of our nation include in their repertoires lectures bearing upon speech. In procuring such co-operation, we must prove that there is a demand for such lectures.

Recent magazine articles bearing directly and indirectly upon speech include the following:

"Life's Story Can Be Told in Short Words." *Literary Digest* 65:75, June 5, 1920.

"On Accent," H. Belloc. *Living Age* 305:730, June 19, 1920.

"Our Great Possession," H. Hawthorne. *St. Nicholas* 47:675, June, 1920.

"Good News for Stutterers and Other Defectives in Speech." *American Magazine* 90:34, June, 1920.

"English as She Is Spoke," Richard Burton. *Bookman* 51:513, June, 1920.

"Latest Novelties in Language," B. Matthews. *Harper's Monthly* 141:82, June, 1920.

"Our Statish Speech," R. Hughes. *Harper's Monthly* 140:846, May, 1920.

"The Art and Practice of Swearing," V. Rendall. *Living Age*, p. 473, August 31, 1920.

There can be no doubt of the success of the movement. Teachers all over the country are becoming aroused to the need of more definite speech work. News comes from our California representative, Mrs. G. S. Farrington, of San Francisco, that many teachers of the state have sought during the past summer training in speech. At Tulane University, New Orleans, Miss Elizabeth Dickinson, of Birmingham, Alabama, incorporated in her course in speech many features of the speech movement. At the Detroit Normal College, Miss Eloise Ramsey made the speech movement an important feature of her course. From Hawaii comes a call for material which will help them to conduct a helpful speech week in that land of many races. From Cincinnati comes word that the Woman's Club there has arranged tentatively fourteen programs for the winter representing these topics: "Organization of the Better English Circle"; "Symposium for Speech Week, November 1-8"; "Diction or Use of *Best Word*"; "Misusages, Notably Slang"; "Pronunciation and Enunciation"; "Posters and Slogans"; "Incorrect Forms"; "Brevity Is the Soul of Wit"; "Synonyms"; "Letterwriting and Post Information"; "Common Errors"; "Phonetics"; "Literature as a Necessity"; "Charades or Play or Pageant." For information one may write to Mrs. Elmer G. Lawrence, 856 Locust Street, Walnut Hills, Cincinnati.

The state most actively organized at present is West Virginia, under the leadership of Miss M. M. Neptune, of the West Virginia Wesleyan College, representing the West Virginia English Council. She and her committee have secured the pledge of active support of the movement by the State Federation of Women's Clubs and many other such agencies. During this summer, there was a leader in every county, who conveyed the message of the speech campaign to the teachers' institute.

CLAUDIA CRUMPTON, *Secretary*

NORTHWESTERN HIGH SCHOOL
DETROIT, MICH.

THE PERIODICALS

PRIMARY READING

In the issues of the *Elementary School Journal* for May and June, 1920, C. J. Anderson and Elda Merton write about "Remedial Work in Reading." They report six cases whose reading difficulties were diagnosed by means of the Gray oral- and silent-reading tests and the Thorndike, Monroe, and Jones tests. Upon this diagnosis individual treatment was administered; for instance, to the fluent oral reader who comprehended but little of what he read silently, constant practice in reading, reproducing, answering questions, and re-reading for thought. In other cases the lack of skill in phonics was found to be the primary difficulty. Instruction in phonics was then given and followed by drill in oral reading for speed and quality and in silent reading for speed and content. The experimenters report that not only were the children in all cases helped and in most cases brought up to standard, but that the teachers of reading in the vicinity in which the investigation was carried on became interested in the problems and adopted many of the methods with considerable profit to all their pupils. It is not recommended that remedial work be in the hands of specialists, but that the primary teachers in general make use of the tests for diagnosis and treat individual children in accordance with their special needs.

In the *Journal of Educational Research* for June, H. A. Brown discusses "The Formulation of Method in Reading" upon the basis of our present knowledge of the physiology and psychology of reading. He feels that we have been inclined to give too much time to phonetics and even to word drill in the first months of reading instruction. He thinks that the habit of attention to the details of form formed during the first three months is difficult to break, and in most cases is never broken. Children are to read whole sentences, frequently sentences much alike, and then to meet the same words in new whole sentences, thus finally becoming familiar with the individual words. Phonics also will not be taught formally in his system until the end of the second year or the beginning of the third. By frequent meeting of words containing the phonic elements children will make their own unconscious formulations of phonic laws. These may be reviewed and systematized in the third year. After the teaching plan has been laid out it should be tested by carefully controlled experiment.

READING AND LITERATURE

The *Virginia Teacher* for July starts off with an article by Sterling A. Leonard on "The Teaching of Reading and Literature." The funda-

mental thesis is that reading is really enlarging one's experience through the imagination. It is necessary to go back to a basis of real sensory images and upon this to build ideas and insight into the relations of things. It follows that literature for use in school must be essentially true to life; that is, the action depicted must be wholesome, and the relations between acts and their effects must be true.

THE VALUE OF THE PRINTSHOP

In an article on "Supplying Printers for the Future" published in the *National Printer Journalist*, Joseph A. Donnelly urges that our children in choosing vocations shall have experience in the printshop as well as in a large variety of others. He reports a large extension of such equipment in the elementary schools of New York City, which was brought about by the very favorable reports of principals and superintendents upon the work already in progress. The greatest value seems to be as a check upon and a motivation of the study of written forms in the English classes.

USEFUL DOCUMENTS

Simplified Spelling Bulletin, Vol. VIII, No. 2, presents "The Case for Simplified Spelling," and No. 3 of the same series gives Rules and a Dictionary List. These may be obtained from the Simplified Spelling Board, 1 Madison Avenue, New York.—*Extension Leaflet* No. 2 of the Bureau of Education is a list of commercial and industrial firms and the motion-picture reels of educational value which they are willing to lend to schools for noncommercial use.—The Board of Education of Detroit, Michigan, has published a pamphlet on *The Teaching of Patriotism* in school.—From J. E. Swearingen, state superintendent of education, Columbia, South Carolina, may be obtained a *High-School Manual*, a booklet of advice for high-school teachers, based upon the South Carolina course of study. The work has been done by Professor W. H. Hand. Postage ten cents.—Bureau of Education *Bulletin* No. 63 (1919) is "Natural Science Teaching in Great Britain," the report of a committee appointed by the Prime Minister.—The Federal Board for Vocational Education has issued the following bulletins: No. 38, "General Mining"; No. 40, "Coal-Mine Timbering"; No. 4, "Coal-Mine Ventilation"; No. 42, "Safety Lamps"; No. 32, "Lessons in Plant Production for Southern Schools."